



Aalborg Universitet

AALBORG UNIVERSITY
DENMARK

Experiences from the use of web-based audience engagement systems in an LCA classroom

Weidema, Bo Pedersen; Pizzol, Massimo; Schmidt, Jannick Højrup

Publication date:
2016

Document Version
Publisher's PDF, also known as Version of record

[Link to publication from Aalborg University](#)

Citation for published version (APA):
Weidema, B. P., Pizzol, M., & Schmidt, J. H. (2016). *Experiences from the use of web-based audience engagement systems in an LCA classroom*. Abstract from 22nd SETAC-Europe LCA Case Studies Symposium, Montpellier, France.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal -

Take down policy

If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.

72 Experiences from the use of web-based audience engagement systems in an LCA classroom

B.P. Weidema, International Life Cycle Academy / Danish Centre for Environmental Assessment; M. Pizzol, Aalborg University / Development and Planning; J. Schmidt, Aalborg University. In this years version of our annual Ph.D. course on “Advanced LCA” we have applied two types of free web-based audience engagement systems, namely an anonymous audience response system (also known as “clickers”; from webclicker.org) and an audience discussion system (consider.it). This presentation reports the teacher and student evaluation of the contribution brought to the educational context by these two tools as an addition to normal classroom interaction and group discussions. The clickers were used to obtain immediate (and sometimes repeated) feedback on simple questions like “Does the scale (size) of the studied change matter for the choice between attributional and consequential models?” in order to focus the teaching on the most relevant topics and to measure learning. The audience discussion system consider.it was used to solicit opinions and arguments on a slightly provocative question: “Does attributional LCA have relevant applications?” Students were able to state their agreement or disagreement to the question, post arguments, comment on each others arguments, apply the arguments of others to build their own argued opinion profile, edit their own arguments and overall agreement/disagreement, over a two-day course period. The two tools were evaluated on one open question: “What are the three words that best describes your experience of [the tool]” and three more closed questions: - “Did [the tool] reduce or increase your involvement in the classroom discussions?” - “Did [the tool] focus or distract the discussions?” - “Did [the tool] make it more or less comfortable for you to express your opinion in the discussions? We applied the tools to the entire class and did not have more than one class, so we were not able to perform the evaluation as a controlled experiment.